

## CCSU Lesson Plan Template

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| <b>Student Teacher: Lauren Vail</b> | <b>Grade Level: 4<sup>rd</sup> Grade</b> |
| <b>Lesson Date:</b>                 | <b>Name of Lesson: Character Traits</b>  |

### Common Core State Standard(s)

- *RL.4.3 - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).*
- *RF.4.4.C - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.*
- *L.4.3.A - Choose words and phrases to convey ideas precisely.*

### Student Learning Objective(s)

What is the intended learning outcome of this lesson? Be sure it is observable and includes clear criteria.

Consider if there are students who will require an accommodation or modification to meet this lesson's objective.

- *Students will draw conclusions about character traits based on information in a reading passage.*
- *Students will identify character traits and provide evidence to support their conclusions.*

### Rationale for Objective: How does this lesson support previous and subsequent learning?

- *To fully comprehend a text, students need a firm grasp of characterization.*
- *Examine characters and their growth*
- *Obtain more meaning out of texts*
- *Become more conscientious readers*

### Assessment

State the specific strategy (ies) and tool(s) used to collect the data for each SLO (i.e., essays, projects, quizzes, exit slip, worksheet, etc.). Are there students who will require an accommodation or modification to this lesson's assessment?

- *Students will apply their detective skills to identify a character trait in one of the characters from a book they are currently reading for independent reading.*
- *Students will use their chromebooks to complete the Character Traits Map document on Google Drive.*
- *Students choose a character and type the character's name.*
- *Teacher prompts students to list one trait of that character, along with two clues that support that trait.*
- *Students record the page numbers where these clues can be found.*

### Classroom Learning Environment Focus

(i.e., standards of behavior, routines, procedures, group work, transitions, instructional arrangement, etc.). Explain specific needs.

- *Students will sit quietly on the rug facing the teacher while instructions are given.*
- *Students will turn and talk to one another, speaking at an appropriate level for partner to hear.*
- *Students will raise their hands to give responses and sit quietly while waiting to be called on.*
- *Students will speak loudly enough for the class to hear and understand.*
- *Independently, the students will work on their reading and typing.*
- *When a student completes their document, the students will submit it and continue reading silently.*

### Instructional Model/Strategy

(i.e., concept formation, concept development, direct instruction, cooperative learning, inquiry, discussion model). Explain how you will best facilitate student learning through a specific model of instruction. Be sure to include a rationale for the chosen model(s). You may use more than one:

#### *Mini-Lesson*

- *Using the doc-cam, introduce the term Character Trait and give the definition: words to describe characters' actions, thoughts, and motivations.*
- *Display on doc-cam the Character Traits anchor chart that includes examples and demonstrate tier 2 words.*
- *Read aloud 'No, David'*
- *Students will turn and talk with a given partner and discuss what character traits best describe David.*
- *Students will turn back to the teacher and raise hand to share to the whole class.*
- *Record traits using the SmartBoard*

### Materials/Resources needed for this lesson

- *Character Traits anchor chart*
- *No, David by David Shannon*
- *Character Traits Map document*
- *Chrome books*
- *Doc-cam*
- *Overhead projector*
- *SmartBoard*

### Daily Formative Assessment

How will you check for understanding and student achievement during the lesson?

- *Ask frequent open-ended style questions which allow the students to create discussions and/or ask questions for further instruction or information.*
- *Students will participate in quick talk activities, which allow the teacher to listen for student understanding of the topic.*

### Differentiating Instruction

How will you differentiate to meet the needs of your learners (i.e., what you teach, how you teach, or how you will assess). Explain:

#### Support:

- *Struggling students can be asked to fill out one or two sectors of their organizer instead of three.*

#### Enrichment:

- *Advanced students can be asked to fill out an additional graphic organizer about another character.*

### Initiation

Cite how you will engage and motivate learners, activate prior learning and present the lesson's objective.

Explain: A) What they will be doing and learning in the lesson; B) How they will demonstrate learning;

C) Why it is important to their everyday lives.

- A) In this lesson, the students will be generating discussions in pairs and work independently to detect character traits within a text.*
- B) Students will demonstrate learning through discussion and completing the given document.*
- C) This is important for students to fully comprehend a text, grasp characterization, examine characters and their growth, obtain more meaning out of text, and become conscientious readers*

### **Lesson Development**

Cite how you will provide opportunities for the students to construct meaning. List the steps/process you will follow. Be sure to identify how you will check for understanding and collect formative data. Differentiate for students who will require an accommodation or modification in order to be active participants in this lesson and state these strategies in the differentiation section above.

- Gather students on floor.*
- Introduce terms/definitions: Character Traits vs. Emotions*
- Present Character Traits anchor chart*
- Ask for examples of Character Traits*
- Read Aloud – No, David*
- Turn and Talk – discuss character traits of David*
- Whole class share using evidence from the text*
- Give directions for independent document*
- Students go back to seats*
- Using independent reading book, choose character and character trait and find textual evidence*
- silent read when document is complete*
- Share with person sitting next to you*
- Opportunity for sharing to whole class*

### Closure

How will you question students in order to evaluate if the objective(s) was met? How will you question students to connect this lesson to previous and subsequent lessons as well as connect to their own lives? How will you question students to see the relevancy of the lesson by understanding the purpose/importance of the learning?

*- Ask for volunteers that would like to share to the class as a whole.*

### Reflection on Practice

**Student Achievement** – Evaluate student learning based on collected data for each SLO for each group of learners. Identify how each group met the stated criteria in the SLO, including specific data for each SLO. Based on your analysis what would you continue or change about your teaching for the next lesson?

**Common Core of Teaching Connection** – Choose an attribute from an indicator from Domains 1-4. Choose an attribute that was effective in your lesson. What specific evidence from the lesson supports this?

Choose an attribute that you would like to focus on. What specific evidence from the lesson supports the need to focus on the specific attribute? Suggest a strategy that you will try for the next lesson to address this need.